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GIFTS TO UNIVERSITIES.—“Under no circumstances should, or can, any self-respecting university accept a gift upon conditions which fix or hamper its complete freedom in the control of its own educational policies and activities. To accept a gift on condition that a certain doctrine or theory be taught or be not taught, or on condition that a certain administrative policy be pursued or be not pursued, is to surrender a university’s freedom and to strike a blow at what should be its characteristic independence. Indeed, any donor who would venture to attempt to bind a university, either as to the form or the content of its teaching or as to its administrative policies, would be a dangerous person. Unless the public can have full faith in the intellectual and moral integrity of its universities and complete confidence that they direct and are responsible for their own policies, there can be no proper and helpful relationship between the universities and the public. A university may accept a gift to extend and improve its teaching of history, but it may not accept a gift to put a fixed and definite interpretation, good for all time, upon any facts of history. A university may accept a gift to increase the salaries of its professors, but it may not accept a gift for such purpose on condition that the salaries of professors shall never exceed a stated maximum, or that some professors shall be restricted as others are not in their personal, literary, or scientific activities. No university is so poor that it can afford to accept a gift which restricts its independence and no university is so rich that it would not be impoverished by an addition to its resources which tied the hands of its governing board.”—*Nicholas Murray Butler, Annual Report, 1919.*

NATIONAL SURVEY OF STATE UNIVERSITIES.—“ . . . Public higher education has progressed to the point where it is imperative that the maladjustment of educational facilities to regional and national requirements be remedied, that the function and spread of state higher institutions and their relationships to other educational agencies be redefined, and that a unified and consistent national policy for the development of higher education be outlined which will commend itself to the institutions concerned. A series of studies genuinely national in scope must underlie these determinations. For example, there must be investiga-